

July 31, 2020

To the Graduate Program:

This project, entitled “A Workshop Promoting the Importance of Raising Awareness of Mental Health issues in ELL Students” and written by Dania Munoz, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

---

Michelle Plaisance, Advisor

We have reviewed this  
Project and recommend its  
Acceptance

---

Michelle Plaisance,  
Director, Graduate Program in TESOL

---

Kathleen Keating  
Chair, Department of English

Accepted for the Graduate Program

---

Michelle Plaisance, Graduate Council

**A WORKSHOP PROMOTING THE IMPORTANCE OF RAISING AWARENESS OF  
MENTAL HEALTH ISSUES IN ELL STUDENTS**

Presented to the Graduate Program  
of  
Greensboro College

In Partial Fulfillment  
of the Requirement for the Degree  
Master of Arts in  
Teaching English to Speakers of Other Languages

By  
Dania Muñoz

July 2020

Advisor: Dr. Michelle Plaisance

## **Abstract**

This project intends to raise awareness of the mental health issues suffered by many ELL students in order to equip teachers and instructional personnel who work with ELLs with strategies to help these students to be more successful in school. This project will inspire teachers to take action and to get to know their students' cultural, family and educational backgrounds. Understanding students' origins is key to identifying the mental health issues arising in ELL students. Sometimes teachers are frustrated by the low academic performance of their students, and might label their students as having learning disabilities or behavior disorders. It is important for teachers to understand that they need to address their students' needs, both emotionally and academically. This workshop provides several social interaction strategies that will help students more easily adapt to their new school environment. In addition, several teaching strategies are provided to support students and create a stress and anxiety-free environment in the classroom. These strategies also promote the recognition of mental health issues that could be arising in an invisible way, and provide sample of lesson plan that shows how to integrate these strategies in a normal class day is provided. The combination of these strategies will help students to feel welcomed and encourage them to embrace their new cultural and school environment in a positive way.

## **Dedication**

I dedicate this project to God Almighty for helping me to complete this project. Secondly, I dedicate it to my husband and my mother who have always been there for me, supporting me and cheering me on when I felt overwhelmed at points along this journey. Thank you so much for being with me and celebrating this achievement with me.

### **Acknowledgements**

I would like to thank Dr. Michelle Plaisance for her valuable support in the development of this project. I would also like to thank Mrs. Colleen Colby for her unconditional support in reading every single piece of paper and providing her valuable advice throughout the writing process.

## Table of Contents

<u>Title Page</u> .....	i
<u>Abstract</u> .....	ii
<u>Dedication</u> .....	iii
<u>Acknowledgements</u> .....	iv
<u>Table of contents</u> .....	v
<b>Chapters</b>	
1. <u>Chapter One: Introduction</u> .....	1
2. <u>Chapter Two: Literature Review</u> .....	4
3. <u>Chapter Three: Project Design</u> .....	13
4. <u>Chapter Four: Workshop Introduction</u> .....	17
5. <u>Chapter Five: Conclusion</u> .....	35
<u>References</u> .....	38

## **Chapter One: Introduction**

As teachers, our goal is to equip our students to be successful in all areas of their life. I serve as Spanish immersion teacher in an elementary school, teaching to English native speakers a second language. However, I also served as an ESL teacher for eight years, and I look forward to continuing to develop my career in this field of education. I have had the opportunity to experience the stress and anxiety that ESL students have, when facing cultural changes. In other cases, students are shy about expressing themselves with fluency using the second language. These issues are not well identified in the classroom by the teachers, and sometimes the students themselves do not identify it. But in fact, the struggle is real “Foreign language anxiety can be associated with three factors: a fear of negative evaluation, test anxiety and communication apprehension” (Pappamihiel, 2002, p. 331).

When I left my home country to live and work in the United States, I never thought, the cultural adjustments would be something hard to deal with. But the adjustment has been difficult, and that is why I can understand how it feels. Even though I have not been directly teaching ESL students here in the U.S., I have been in touch with several ESL students and several undocumented immigrants who have arrived to this country with the purpose of living a better life and helping their loved ones in their home country. They have arrived with no knowledge of the language. They usually arrive to their relatives’ houses while they find a place to live independently. Suarez-Orozco and Todorova (2008) mentioned, “Many ELL children experience a variety of stressful environmental conditions (immigration, family separations, poverty and cultural conflicts between home and school) that place them at an increased risk of negative students’ outcomes” (Niehaus and Adelson, 2014, p. 811).

Throughout my experience as teacher, I have observed that children have this type of stress as well as other mental health issues that arise with their social- environment changes. There are also many adults English learners who face problems such as anxiety, depression, shyness and loneliness. Many of them have obtained a college diploma, or a professional preparation in their hometown. However, when they arrive to the U.S., many of their diplomas and professional preparations are not valid in the U.S. in thus they cannot apply for a job in the profession for which they have trained. They are not even considered for the position since they have not worked or studied in the U.S; thus obligating them to become a part of an underpaid work-force. According to Daley, Onwuegbuzie, and Bailey (1997 as cited in Pappamihiel, 2002, p. 328 ) stated, “As ELL students enter classrooms with fewer language skills, they have more to be nervous about, increasing the chance that anxiety will affect their learning process, as has happened in foreign language classrooms.”

I believe that the development of this project that is intended to raise awareness for instructors in this area will benefit the ELL population. This project will be a professional development, with the purpose of providing immediate teaching strategies and support that will help instructors to identify mental health issues in their ELL students. Consequently, instructors will receive guidelines about how to design their lessons to promote meaningful learning that will encourage and motivate ELL students of all ages and origins, in order to overcome any mental health obstacle. At the same time, this product will help instructors to reach those students experiencing any mental health issues, that would also represent a risk of that student dropping out or failing school. It is important for instructors to receive preparation in this area. Since many teachers struggle with low performance of ELL students, “It is clear that additional

support is needed for ELL students to help them attain higher level of success and well-being.” (Niehaus and Adelson, 2014, p. 811).

## **Chapter Two: Literature Review**

Mental health in the classroom is a topic that has been attracting the attention of experts in the field of education. Mental health is affecting much of the student population across different grade levels, and the ELL students are one of the vulnerable groups being affected. As with every socio-cultural problem, only the tip of the iceberg can be seen on the surface. But, teachers are capable of going deeper and discovering the origin of the problem in order to find solutions. The following literature review describes what the experts have said about raising awareness in ELL classrooms related to mental health issues and the consequences of those issues. In addition, I explore some real-life cases that have been studied by experts, and which show the mental issues these students are struggling with below the surface.

Traumatic situations are affecting the ELL population. For example, “The immigration and cultural adjustments process can be very stressful. Some ELLs may, quite understandably, experience depression or anxiety in this period of their lives” (Singleton, 2012, p. 13). According to Adkins, Sample and Bermans (1999) in the face of a lack of awareness of available mental health treatment, English language learners often do not know that treatment exists for managing depression, anxiety and mental illness (Singleton, 2003, p. 40). Some learners who are aware of mental health treatment still lack information about the growing availability of culturally sensitive and linguistically appropriate care.

### **ELL Real Life Case Studies**

Peregoy and Boyle (2017), recorded Montha’s case. She was the eldest of six children and she had been educated in Cambodia; she was literate in Khmer (her native language) when

she arrived (Peregoy & Boyle, 2017, p. 77). However, her education took place entirely in English after she moved to the United States. The family spoke Khmer at home, but there was nowhere else that she could use her home language (Peregoy & Boyle, 2017). According to Peregoy and Boyle (2017), it was difficult to fit in at school, where she knew neither the language nor the customs of her schoolmates, she felt frightened and isolated during her adaptation period (Peregoy & Boyle, 2017). Many teachers face these cases similar to Montha's. Nothing is worse than having the feeling of not belonging; yet many students tend to feel the same way as Montha.

### **Case Study: Fadumo**

Singleton (2012), recorded from a different scenario, Fadumo's case, a refugee, who was in her 20's and sometimes appeared to be a giddy, spaced out and overtired, lighthearted member of the ESOL class and literacy appeared to be a big challenge for her. The author described that her teacher did not have patience to understand Fadumo's struggles, until she received notification about the post-traumatic stress disorder that was affecting Fadumo because the life-changing experience of migration (Singleton, 2012).

Just like Fadumo, students that come to the U.S. from different countries and for different reasons are vulnerable to suffering post-traumatic stress disorder. This condition affects students' mental health and their participation as member of their new community.

### **Case Study: Eduardo**

Singleton (2012), recorded Eduardo's experience. Eduardo was a young man that arrived in the U.S. three months prior to the author's description. Eduardo was a pharmacist in his native

country, he hoped to do that job in the U.S., but he was not aware about the job restrictions that immigrants face in the U.S. because the fact of not being U.S. citizens (Singleton, 2012). He started to receive English classes at night to learn the language, Eduardo felt frustrated, needy and alone, he did not know the city, its flavors and customs (Singleton, 2012). According to Singleton (2012), he also felt overwhelmed because he was far away from his family and friends.

These case studies provide an illustration of some experiences that had affected many ELL students being in similar situations. Thereby, it is important for teachers to more thoroughly understand their students' cultural and family backgrounds, and help them overcome all these obstacles.

### **Statistics of ELL's in Elementary Schools**

Data have been collected from different parts of the country, according to the National Center for Education Statistics (2014, as cited in Rossen and Cowan, 2014, p. 9) which show that "About 10 million k-12 students nationwide need professional help for mental health reasons." Immigrant students are the most vulnerable group to experiencing mental health issues because of the different difficulties faced by their families and social environments, as evidence the NCHE (2019) stated, "There were 216,295 English Learners (EL's) who experienced homelessness during the 2016-17 school year (SY) in U.S. public schools. While ELL students make up 16% of the homeless students population, as they make up only 10% of the total student population" (p.18). NCHE also mentioned that this data is important to consider the academic performance of students on statewide assessments. "Students who experience both homelessness and are English learners may need different instructional interventions, than students who

experience only homelessness or are acquiring the English language, but are not homeless” (NCHE, 2019, p. 18).

Often, districts and teachers are focused only on students’ academic success. Consequently, the majority of professional workshops provided by districts focus on the analysis of data and strategies to raise standardized test scores. But students’ successful performance requires both emotional health and academic growth, “Teacher reports also paint a discouraging picture of the educational experiences of the ELL students. Compared to non-ELL peers, teachers rate ELL children as having fewer adaptive skills” (Dowdy, Dever, DiStefano & Chin, 2011). Teachers’ misconceptions occur when mental and emotional areas of ELL students are not taken into consideration as part of the equation to help students be successful in school.

### **Theoretical Foundations**

ELL students are individuals who have been removed from their native cultural and social environments and introduced into a new one. These actions will always have an effect on individuals’ mental health; “Understanding human development is contingent on understanding all of the environmental contexts, or subsystems, in which individuals experience growth” (Niehaus & Adelson, 2014, p. 812).

Individuals are subjected to remarkable subsystems or environments that take place in their life, Niehaus and Adelson (2014) described more specifically the optimal environmental conditions for ELL students to be successful. The author described these environments as a microsystem and a mesosystem, classifying a microsystem as individuals’ daily activities and relationships in their homes, school and peer groups. “In contrast, mesosystems are comprised of

two microsystems that are linked. One of the most important mesosystems for children is the connection between their home and school environments (parental school involvement)” (Niehaus & Adelson, 2014, p. 812).

If one of these subsystems are not working correctly, mental health problems could arise. In addition, how can teachers understand what is promoting depression, distraction, sadness or bad behavior in students? If students’ psychological and emotional needs are not being addressed, then students are not receiving an integral education. It is important for teachers to be aware of their students’ social, cultural and family backgrounds. According to the first principle of TESOL (2018), teachers must know their learners and work with family liaisons to share information with all instructional personnel about the culture of their English learners, families and the communities in which they live. And most importantly teachers must know about their students’ histories and prior educational programming, as well as any socioemotional needs of the learners (p. 100).

### **ELL Teachers’ Concerns**

It is common to hear that ELL teachers are frustrated and tired of trying to find the best teaching strategies to help students overcome the challenges in their assessments. DelliCarpini and Guler (2013) stated, “assessment for ELL students is a complex issue for several reasons. The first challenge is developing valid tests for ELL students. Do the tests accurately measure the knowledge of the students in the subject matter? Do students lose points because of other reasons, such as language proficiency or lack of understanding or culturally situated information, even though they know the answers to the questions” (p.126)?

The variety of assessments is a cause of anxiety in ELLs. In Central and South America, there are not as many state assessments as there are in the U.S. school system. If U.S. students being assessed in their native language tend to feel anxious, teachers must try to imagine the level of anxiety ELL students experience when being assessed in a foreign language. “Foreign language anxiety can be associated with three factors: a fear of negative evaluation, test anxiety and communication apprehension” (Pappamihiel, 2002, p. 331).

ELL students have demonstrated struggles adapting to the U.S. school system and assessments. According to Willner, Shafer, Rivera and Acosta (2009), “ELL students need some accommodations for school on state assessments. However, most of the accommodations provided for ELL students were designed for students with disabilities and such practices may not be relevant to the needs of ELLs”( DelliCarpini & Guler, 2013, p.126).

### **Documented and Undocumented Immigrant’s Stress**

Often, ELL students arrive to the U.S. undocumented; parents bring their children, and adults make their way by themselves and subsequently children arrive to ESL classrooms in public U.S. schools, and immigrant adults enroll themselves in ESL adult classes to learn the language. Perreira and Ornelas (2013) mentioned, “29 percent of foreign- born adolescent and 34 percent of foreign-born parents experienced trauma among the migration process. Among those that experienced trauma 9 percent of adolescent and 21percent of their parents were at risk for PTSD” (p.916). The author also explained that pre-migration poverty and clandestine entry into the U.S. is a cause of increased risk of trauma and the subsequent development of PTSD symptoms Perreira and Ornelas (2013). Post- migration experiences of discrimination is a cause of trauma as well.

Since 2018 social media has reported the reality on the American continent, about a number of “caravans” from South and Central America that have made their way to the U.S. Those groups called “caravans” were composed of entire families walking from their home countries with their children, camping along the way to rarely taking time to rest and barreling eating. According to the American Psychiatric Association (2000, as cited in Perreira and Ornelas, 2013, p. 977), “symptoms of PTSD can include re-experiencing the event: avoiding thoughts, feelings or experiences associated with the event; and increased arousal, such as difficulty of sleeping, irritability, and hypervigilance.” Migrants moving in those caravans groups are in high risk of suffering PTSD as consequence of their though journey.

Donato (2010), has estimated that the majority of immigrant families are driven to leave their home countries and their families by poverty, violence, political war and family separations, many of them of them saw their family members die during the journey. The author explained that starting this journey to the U.S. is synonymous with family separation, fathers leave their wives and children, or sons leave their parents in their home country (Perreira & Ornelas, 2013, p. 981). “Previous studies provide some evidence of a link between family separation and depression among immigrant children” (Suarez-Orozco, Todorova & Louie, 2002).

It is clear that, ELL students have gone through a lot before getting to those classrooms. Sometimes, teachers can only see the tip of the iceberg reflected on those students. How are schools that serve ELL students performing in this area? El Nokali, Bachman, and Votruba-Drzal (2010) mentioned, “When considering children’s academic and social-emotional outcomes, it is important to examine the support that they receive in their home environments in addition to that received at school. One key element of support for elementary school children is the extent to

which their parents are involved in their education" (Niehaus, and Adelson, 2014, p. 813). It is important to highlight that not only children face these types of mental issues, but also their parents or caregivers could be experiencing mental health issues provoked by the stress and trauma experienced on their way to the U.S. territory.

### **Depression as a Mental Issue in Adult ELLs**

As mentioned above, children are not the only group vulnerable to experiencing mental health issues. Adult English language learners are also a vulnerable group, as are many other adults who are not part of the ESL classrooms. A study was conducted by Cabassa, Molina and Baron (2012), and included four groups of adults with limited English proficiency (LEP), who attended ESL classes in California. This study showed "low health literacy, lack of knowledge and misconceptions about depression, that are considered pervasive barriers contributing to the disparities Latino adults with limited English proficiency (LEP), face in accessing and receiving high-quality depression care"(Cabassa, Molina and Baron, 2012, p.747). Adults lack knowledge about how serious mental health problems can be, and those adults could be ELL students' parents that are in the teacher's classroom.

In the majority of cases, people are not aware of transitioning into a depression stage. Cabassa (2007) mentioned "depression was perceived as a serious condition that (a) blended somatic, anxiety- like and emotional symptoms that seriously affected a person's functioning and (b) was attributed to the accumulation of interpersonal and social stressors" (Cabassa, Molina and Baron, 2012, p.750). Depression is a silent enemy that takes advantage of the difficult situations that individuals are going through or have gone through. That is why ESL teachers have to be trained to recognize and understand that most of those ELL students sitting down in

their classroom have gone through many difficult situations, which might be causing a mental health problem. This is why it is so necessary for teachers to get to know their students and their students' family backgrounds, in order for teachers to serve those students in the best way possible.

### **Mental Health Issues and Their Relation to Low Academic Performance**

When students must deal with mental issues that have not been identified or diagnosed, this problem can lead to a higher risk for these students. It could turn into a main reason why they drop out of school or show a low academic performance. Most ELL in the United States are from Hispanic countries, “Hispanic students with low socioeconomic backgrounds were one and one-half times more likely to drop out than white students of similar social and economic status” (Chavez, Edwards, & Oetting, 1989, p. 596).

ELL students not only have their native culture full of flavors and colors that they already miss, they also have. However, they have cultural learning styles that are completely different from U.S. citizens, native speakers counterparts. The U.S. school system has different and innovative pedagogical approaches that improve the teaching and learning process in the classrooms. This is in contrast to other countries’ school system where those ELL students may have started their prior academic experiences. “ELs may come from educational settings that use a traditional approach where the teachers are the authoritative imparters of knowledge, and the students are merely empty receptacles” (Rishel & Miller, 2017, p. 6).

Consequently, ELLs show low academic performance in the face of the anxiety of getting adapted to a new school system and adapting a new learning style. All these lead to invisible mental health issues.



### **Chapter Three: Project Design**

This project intends to empower ESL teachers to better serve their students by providing preparation and strategies to identify and unmask mental health issues that could be affecting their students. With these strategies, and the implementation of sensitive and targeted interventions, the ELL population will be more successful in school. There are hundreds of ELL children and adults who have arrived in the U.S. for different reasons. The majority of them have had a traumatic journey, and all of them come with the hope of a better life.

This professional development project intends to ensure that teachers understand the causes and effects of their students' migration process including the impact on their mental health. For example, the fact that they have left their native country because of violence promoted by gang groups, political wars, unemployment, severe family poverty or family separation (their parents already live in the U.S. as immigrants) and all of these factors could provoke mental trauma. It does not really sound easy, "it is exceptionally difficult for young immigrants to leave family members behind like their siblings" (Pang, Stratton, Park, Madueño, Atlas, Page, & Olinger, 2010, p. 184).

One of the objectives of this professional development workshop is to raise awareness about students' migration process, and its consequences in mental health such as stress, depression, loneliness, sadness etc. that tend to be manifested in the classroom. In the face of this reality, teachers must be prepared to identify mental health issues arising in those students. As Pang, Stratton, Park, Madueño, Atlas, Page, and Olinger (2010) mentioned "our nation must

honor and recognize the strengths that students bring to our classroom and to our country, while supporting them in their unique struggles” (p. 185).

### **Social Strategies that Can Be Applied in the Classroom to Overcome Mental Health Issues**

The main strategy recommended in this workshop, is teachers getting to know their students’ cultural, family and educational backgrounds. Teachers must be aware that, in order for students to be successful in the academic area, is important to address their emotional needs. Teachers’ tasks are not only to teach academic skills, but to guide, inspire, encourage and support their students, as well.

Secondly, one of the mental issues that ELL students can manifest in the classroom is shyness and stress at the time of oral participation in class and these characteristics can also affect individual classwork, direct questions by the teacher etcetera. These students may refuse to speak aloud, or complete their classwork because they do not know the language and consequently, they do not know how to interact with the members of their new academic environment. This workshop recommends specific strategies to apply in the classroom, highlighting social interaction strategies such as buddy language, peer mentor and building interpersonal relationships with classmates, etcetera.

It is important to lay this groundwork before applying other teaching strategy. Cho (2002) mentioned, “ELL students are often themselves from different countries, there may also be classroom opportunities to improve other classmates’ approaches to learning by exploring new and foreign ideas and by experiencing different cultures and backgrounds” ( Gottfried, 2014, p. 24). Promoting these strategies in the classroom help those students to gain self-confidence. If

teachers intervene to provide solutions to the mental health issues mentioned above, then there will be an opportunity to avoid those problems evolving into something more severe, such as depression or PTSD. It is also recommended that teachers involve the school counselor if more professional mental health intervention is required. The school counselor intervention can be required when teachers have students in their classes who show signs of depression already. But as mentioned above, teachers must get to know their students.

### **Teaching Strategies Aimed at Helping ELLs Overcome Mental Health Issues**

When teachers get to know their students, they will be able to create a welcoming environment for them. As described by the writing team of TESOL, teachers can create a classroom culture that ensures that those new students feel safe and welcome in the class. A positive emotional environment helps students to reduce their anxiety and develop trust (TESOL, 2018). At the same time, teachers must also communicate their high expectations to motivate students. This also represents an opportunity to build relationships with ELLs that will make them feel accepted and supported.

This workshop suggests several different teaching strategies that can be applied in the classroom that will ensure students feel comfortable during the instructional time. Selecting a variety of teaching strategies is essential to build an anxiety and stress-free environment. Teaching strategies such as collaborative learning, small groups, projects and the use of technology as well as art and music are tools that promote students' feelings of engagement and eagerness to learn. Along with these strategies, there are a variety of classroom activities that equip students in getting adapted in their new community and new culture. Linking the academic

content with real life situations allows students a better understanding of the changes they are going through and how to face them.

In conclusion, this workshop will benefit ELL teachers and help them to be more prepared with knowledge to intervene with ELL students and achieve success in school. In addition, it will benefit ELL students in realizing that school is a place where they are accepted and supported in their personal and academic growth. The combination of the proper social and teaching strategies to be shared in this workshop will help students identify and overcome mental health issues. It will result in better academic performance of ELL students in their academic subjects, increase ELLs interpersonal interactions, allow ELLs to be more successful with testing and embrace their new community and cultural environment in a positive way.

## **Chapter Four: Workshop Agenda**

<b>Agenda 1:00 -4:00 pm For teachers and administrators</b>	
<b>1:00-1: 10pm</b>	Welcome and presentation of the learning objectives for this workshop.
<b>1:10-1:20 pm</b>	Introduction and quick overview of the topic.
<b>1:20-1:25 pm</b>	Set up the audience in group works
<b>1:25-1:35pm</b>	Activity 1 “share your experience”
<b>1:35-1:55pm</b>	Quick overview of social interaction strategies and develop small group activity 2 “finding all we have in common”
<b>1:55-2:00 pm</b>	Reflection and connection about activity 2
<b>2:00-2:15pm</b>	Presentation of social interaction activities 1,3,4 and 5.
<b>2:15-2:30pm</b>	Coffee break.
<b>2:30-2:40pm</b>	Display video to introduce teaching strategies that reduce stress and anxiety in the classroom.
<b>2:40-3:00pm</b>	Overview of suggested teaching strategies in ELL classrooms.
<b>3:00-3:15 pm</b>	Small group discussion identifying which teaching strategies were shown in the video displayed before.
<b>3:15-3:30pm</b>	Present the model of a lesson plan that includes some social interaction and teaching strategies in a daily lesson plan.
<b>3:30-3:55pm</b>	Small group activity 3 and evaluation.
<b>3:55-4:00pm</b>	Reflection and closing.

## **Workshop Introduction**

ELL students are vulnerable to experiencing mental health issues provoked by the traumatic situations that they have gone through along their immigrant journeys to the U.S. Many of them demonstrate low performance in their academic subjects and display problems in their personal interactions within their new school and cultural environment. They usually show symptoms such as lack of focus in class, loneliness, not actively participating in class, spacing out and acting overtired (Singleton, 2012). All of these can be the result of mental health issues such as stress, anxiety, shyness, depression or PTSD. ELL students can become successful in school and within their new cultural environment if teachers are capable of addressing their academic and emotional needs by applying a series of strategies. How many teachers have found a new ELL student that seems to be extremely timid? Or perhaps a teacher has a student in class who refuses to speak aloud, when asked to participate. These situations are indicators that a mental health issue is arising. That is why, in this workshop the first step is to encourage teachers to get to know their students' cultural, family and educational backgrounds. "Teachers who emphasize individual growth and mastery as the purpose of learning may be more attuned to the socioemotional well-being of the students" (Roeser & Midgley, 1997, p. 117). Proper intervention and the application of essential strategies will help ELL students.

### **Learning Objectives to Achieve in this Workshop**

- Identify specific behaviors reflected in ELLs that indicate the presence of mental health issues.

- Raise awareness about the importance of understanding the ELL students' cultural, family and educational backgrounds.
- Explore social interaction strategies that reduce shyness and enrich teacher –student relationships.
- Apply teaching strategies that reduce stress and anxiety to promote self-confidence in ELL students.
- Create lesson plans integrating appropriate strategies that will engage and motivate ELL students.

For the development of this workshop, it will be needed to divide the audience in groups of five. This workshop is designed for ELL teachers, but principals and regular teachers can also participate. If the audience includes all the grade levels of regular teachers, it can be set up in groups by grade level.

### **Small Group Activity 1 Sharing Experiences:**

- Ask volunteer teachers share their experience with any ELL student that have been challenging to help to achieve success academically.
- Allow 3 or 4 participations, ask the group if they can relate with those experiences.

### **Presentation of Social Interaction Strategies that Reduce Shyness and Enrich Teacher-Student Relationship.**

Social interaction activities are useful in reducing stress and shyness in the classroom, while at the same time promoting ELL's self-confidence and connections with their new school and cultural environment. These activities promote a positive environment that transmit a

perspective of inclusion, appreciation and respect of the different culture and the interests and dreams that each student has. Consequently, “A healthy classroom climate directly contributes to students’ social, emotional and academic outcomes” (Jennings & Greenberg, 2009, p.493). Gibbs (2014) designed the following set of social interaction activities, which are perfect for both young and adult learners. Each activity requires materials, instructions, modeling, time and appropriate reflection before and after the activity.

### **Small Group Activity 2**

- After presenting the concept about why social interaction strategies must be included in the classroom. Develop the activity number 2 described below “Finding all we have in common” distribute the instructions for this activity. If the audience is too crowded, ask for 2 volunteer groups to participate to model this activity.
- Guide the reflection questions for this activity.
- Ask teachers to share their personal experience about how they felt, and how they can imagine their students’ feelings, if they develop this activity in their classroom.
- Continue presenting the rest of the social interaction activities.

<b>Activity 1</b> <b>I sit in a chair with my friend</b>			
Target objectives	<ul style="list-style-type: none"> <li>• To build inclusion.</li> <li>• To learn names.</li> </ul>		
Time	20 minutes		
Materials	No materials required		
Instructions	<ol style="list-style-type: none"> <li>1. Have students sit in a circle, leaving one chair in the circle empty.</li> <li>2. Have students move into the empty chair in succession as follows:           <ul style="list-style-type: none"> <li>◆ Student #1 says, “I sit” (and moves into the empty chair)</li> <li>◆ Student #2 says, “in a chair” (and moves to the empty chair left by student #1)</li> <li>◆ Student #3 says, “with my friend” (and moves to the empty chair left by student #2)</li> <li>◆ Student #4 says the name of anyone in the circle (and moves to the empty chair left by student #3).</li> </ul> </li> <li>3. Now, the student whose name was said, gets up and walks to the empty chair and simply sits down.</li> <li>4. The new empty chair is now the one left by the “named” student.</li> <li>5. Those sitting on either side of the newly emptied chair race to move into it while saying, “I sit.” The succession begins, according to who gets to the empty chair first.</li> </ol>		
Suggested reflection questions	Content/thinking	Social	Personal
	What names did you learn?	What did we have to do to make this activity successful?	How did you feel while were you participating in the activity?
Appreciation	I like it when ... Thank you for ...	Source: (Gibbs, 2014, p. 262)	

<b>Activity 2</b> <b>Finding all we have in common</b>			
Target objectives	<ul style="list-style-type: none"> <li>• To give students an opportunity to introduce themselves.</li> <li>• To give students an opportunity to work in pairs and find commonalities.</li> <li>• To build inclusion.</li> </ul>		
Time	20 minutes or teacher's choice.		
Materials	None		
Instructions	<ol style="list-style-type: none"> <li>1. State that we are a unique group about to start an exciting journey together, and that, like any people coming together, we need to learn about each other.</li> <li>2. Have each student find a partner he or she does not know at all or does not know very well. Say “In the next five minutes find out all the things that you have in common with your partner (likes, dislikes, qualities, skills, goals or whatever).”</li> <li>3. Have the class sit in a circle. Have each partner introduce himself or herself and tell what he or she discovered.</li> </ol>		
Suggested reflection questions	Content/thinking	Social	Personal
	What are things many of you have in common?	Why is finding out what you have in common a good way to get to know somebody?	How did you feel sharing what you and your partner have in common?
Appreciation	I like it when ... It was great when ...		Source: (Gibbs, 2014, p. 243)

<b>Activity 3</b> <b>Chain reaction</b>			
Target objectives	<ul style="list-style-type: none"> <li>• To build inclusion and influence.</li> <li>• To increase communication skills.</li> <li>• To share personal interests, opinions or ideas.</li> <li>• To ask each other questions about a subject matter.</li> </ul>		
Time	15 minutes or teacher's choice.		
Materials	None		
Instructions	<ol style="list-style-type: none"> <li>1. Have the class meet in groups.</li> <li>2. Remind the students of their right to pass and to honor the other agreements. Remind group members to give full, caring attention the speaker.</li> <li>3. Have one group member begin by asking a question of a second group member. Have the second group member answer the question and then ask another question of a third group member. Instruct the group to continue the chain until each group member has answered and then asked a question. In large groups, have students ask the persons directly across from them. This helps the students to speak loudly enough.</li> <li>4. Explain that questions may be autobiographical or deal with curriculum or a number of issues (politics, hobbies, education, friendship, family interests). (This is a good activity for students to help each other prepare for a test.)</li> </ol>		
Suggested reflection questions	Content/thinking	Social	Personal
	What did you learn about your group members?	How well did you give full caring attention?	How did you feel when it was your turn?
Appreciation	I like it when ... It was great when ...	Source: (Gibbs, 2014, p. 224)	

<b>Activity 4</b> <b>I used to be; we used to be</b>			
Target objectives	<ul style="list-style-type: none"> <li>• To give students an opportunity to look at personal changes.</li> <li>• To give the group an opportunity to see how they have changed.</li> <li>• To experience influence.</li> </ul>		
Time	15 minutes or teacher's choice.		
Materials	Paper and pencil		
Instructions	<ol style="list-style-type: none"> <li>1. Have the community meet in tribes.</li> <li>2. Ask each student to (silently) compare the following things about himself or herself today, and his or her old self in the past: physical appearance, favorite things to do, behavior, hobbies, beliefs, fears, friends, etc.</li> <li>3. Have each tribe member write a poem, using the following format: I used to be... But now I am... I used to be... But now I am...</li> <li>4. Ask the tribe members to share their finished poems.</li> <li>5. While students are still in their tribes ask each tribe member to create a poem about his or her tribe, using the following format: We used to be... But now we are... We used to be... But now we are..</li> <li>6. Ask the group members to share their finished poems.</li> <li>7. Ask each tribe to share one or two of its “we” poems with the community.</li> </ol>		
Suggested reflection questions	Content/thinking	Social	Personal
	What names did you learn?	What did we have to do to make this activity successful?	How did you feel while you were participating in the activity?
Appreciation	I like it when ... Thank you for ...	Source: (Gibbs, 2014, p. 263)	

<b>Activity 5</b> <b>Barnyard Babble</b>			
Target objectives	<ul style="list-style-type: none"> <li>• To build community inclusion.</li> <li>• To divide people into random groups.</li> <li>• To have a hilarious time.</li> </ul>		
Time	15 minutes or teacher's choice.		
Materials	Name slips		
Instructions	<ol style="list-style-type: none"> <li>1. Prepare a small slip of paper for each student. Depending on the number of groups that the class will divide into, select names of that many noisy animals. Examples: horse, cow, chicken, pig, sheep, donkey, mouse, rooster, dog, cat.</li> <li>2. Write the name of an animal (or use a picture) on each slip so that the students in the "horse" group all have slips labeled "horse" and the students in the "chicken" group all have slips marked "chicken."</li> <li>3. If you are assigning students to specific group, write the name of the student on one side of the slip and the name of the animal on the other side.</li> <li>4. Before distributing the slips, tell the students that they are not to let anyone else know what animal names are on their slips.</li> <li>5. Have the community circulate with eyes closed, making the noises of their animals.</li> <li>6. When all the students with the same animal names find each other, have the "animal group" sit together and discuss and reflect.</li> </ol>		
Suggested reflection questions	Content/thinking	Social	Personal
	What made this an exciting way to divide into groups?	How did you feel when you found each other?	How did you end up finding your group?
Appreciation	I was (feeling) when ...	Source: (Gibbs, 2014, p. 215)	

Present the following video as an introduction of the importance of including teaching strategies that reduce stress and anxiety in ELL students.



<https://www.youtube.com/watch?v=FegO4Gh3uyk>

## **Teaching Strategies that Reduce Stress and Anxiety to Promote Self-Confidence in ELL Students**

When addressing ELL students' socioemotional needs, teachers must be able to select from a variety of teaching strategies that will reinforce students' adaptation process, reducing stress and anxiety in ELLs. Teachers faced with helping students manage and adapt to a difficult teaching situation can find the application of effective strategies a relief. According to Levine, Lukens, and Smallwood (2013), teachers must apply the five principles of instruction for English language learners, and principle two suggests that "to link background knowledge and culture to learning: explicitly plan and incorporate ways to engage students in thinking about and drawing from their life experiences and prior knowledge" (p. 8).

The following strategies described below are a tool provided in this workshop in order to empower teachers in their classrooms and help them to successfully address mental health issues arising in their ELL students.

### **Principle 2: Link background knowledge and culture to learning**

<b>Primary strategies</b>	<b>Additional strategies</b>
<ul style="list-style-type: none"> <li>• <b>Anticipation Guides</b></li> <li>• <b>Cognates</b></li> <li>• <b>Content Learning Logs</b></li> <li>• <b>Dialogue Journals</b></li> <li>• <b>K-W-L Charts</b></li> <li>• <b>Language Experience Approach</b></li> <li>• <b>Marvelous Modifiers</b></li> <li>• <b>Picture Walks</b></li> <li>• <b>Shared Writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contextualize Language</b></li> <li>• <b>Four Corners</b></li> <li>• <b>Person of the Week</b></li> <li>• <b>Teacher Talk</b></li> <li>• <b>Video Observation Guide</b></li> </ul>

- 
- **Teach the Text Backward**
  - **Team Names**
  - **Things in Common**
  - **Three Truths and a Lie**
  - **Varied Grouping Formats**
  - **Varied Presentation Formats**
  - **Varied Questioning Formats**
  - **Word/Picture Banks**

---

*Levine, Lukens, & Smallwood (2013).*

All of the strategies mentioned above could positively impact ELLs, and they can help to direct both teachers' and students' action. This workshop focuses on five main strategies that will set the path for teachers working with ELLs, the activities are designed to be performed in whole groups or in pairs, in order to provide students with an environment of support, relaxation and acceptance.

<b>Strategy and purpose</b>	<b>Teacher's actions</b>	<b>Student's action</b>
<p>1. Varied grouping formats.</p> <p>Useful for increasing the opportunity for oral language use.</p>	<ul style="list-style-type: none"> <li>• Places students into a variety of different grouping patterns, depending on language proficiency level and the nature of the learning task (e.g., learning partners, small groups, cooperative learning groups, whole class instruction).</li> </ul>	<ul style="list-style-type: none"> <li>• Works in a variety of grouping patterns and with a variety of different students at varying proficiency levels.</li> </ul>
<p>Levine, L. N., Lukens, L., &amp; Smallwood, B. A. (2013). <i>The GO TO strategies: Scaffolding options for teachers of English language learners, K-12</i>. <a href="http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies">http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies</a></p>		
<p>2. Shared writing</p> <p>Useful for developing reading and writing skills, and to teach multiple writing strategies.</p>	<ul style="list-style-type: none"> <li>• Begins the lesson with a shared experience, memory, read aloud text, or content concept.</li> <li>• Encourages students to dictate their understanding of the experience to the teacher.</li> <li>• Writes notes from student's dictation.</li> <li>• Generates words and ideas for the writing as the text is constructed.</li> <li>• Assists students in reading the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends to teacher introduction of a whole class experience.</li> <li>• Responds to teacher's questions to dictate understanding of the experience.</li> <li>• Reads the text as it is being constructed.</li> <li>• Suggests modifications of the text according to teacher input.</li> <li>• Attends to text revision strategies.</li> <li>• Reads and re-reads the constructed text.</li> </ul>

	<ul style="list-style-type: none"> <li>• Leads a discussion about revisions, which incorporates appropriate strategies and skills needed by the readers/writers.</li> <li>• Incorporates elements of the text into the writing such as sentence combination and/or text organization.</li> <li>• Revises the text in front of the students, perhaps cutting, pasting, and using other revision tools.</li> <li>• Posts the writing (with illustrations) in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates new writing strategies into future writing.</li> </ul>
	<p>Levine, L. N., Lukens, L., &amp; Smallwood, B. A. (2013). <i>The GO TO strategies: Scaffolding options for teachers of English language learners, K-12</i>. <a href="http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies">http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies</a></p>	
<p>3. Language experience approach (Ashton-Warner, 2002).</p> <p>Perfect to develop initial literacy through retold oral language experiences.</p>	<ul style="list-style-type: none"> <li>• Leads students to share or orally recall a shared, class or group experience. The experience can be an academic one, such as participating in a science experiment or reading a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in a shared experience.</li> <li>• Recalls the experience orally with the class.</li> <li>• Dictates parts of a narrative describing the experience to the teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Writes a student dictated narrative on a chart, projected on a smart board or document camera.</li> <li>• Models the revision and editing of the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens as the teacher revises and edits the narrative.</li> <li>• Re-reads the narrative frequently.</li> </ul>
Ashton-Warner, S. (2002). <i>Teacher</i> . Simon and Schuster.		
4. Varied presentation formats.  Useful for matching content and language input to students' needs.	<ul style="list-style-type: none"> <li>• Uses a variety of formats to present new information to students.</li> <li>• Decides on an appropriate format by considering the nature of the content and the language proficiency levels of the students.</li> <li>• Considers the following formats for content instruction: Direct Instruction, Role Plays, Group Work, Cooperative Learning, Project Based Learning, Inquiry Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Works in a variety of grouping patterns and with a variety of different students at varying proficiency levels.</li> </ul>
Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). <i>The GO TO strategies: Scaffolding options for teachers of English language learners, K-12</i> . <a href="http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies">http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies</a>		

<p>5. Varied questioning formats.</p> <p>To increase comprehension of the oral language input.</p>	<ul style="list-style-type: none"> <li>• Uses gestures, repetition, modeling of expected behaviors, patterned language, and simplified sentence structures to support comprehension of the oral language.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends to teacher's language, gestures, and sentence patterns in an attempt to understand oral language.</li> </ul>
<p>Levine, L. N., Lukens, L., &amp; Smallwood, B. A. (2013). <i>The GO TO strategies: Scaffolding options for teachers of English language learners, K-12</i>. <a href="http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies">http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies</a></p>		

### **Small Group Discussion Identifying Strategies**

After the presentation of the teaching strategies that help to reduce stress and anxiety in the classroom, lead the audience to make connections and identify which of these strategies are shown in the video previously displayed.

- Ask the audience to mention the strategies that they can identify.
- Ask teachers if they have applied any of these strategies before but with other purposes not to address their students' emotional needs.
- Reflect about how these strategies promote their students' emotional and academically well-being.

## Lesson Plan Model and How to Apply Social and Teaching Strategies

<b>Subject:</b> Writing	<b>Central Focus:</b> Writing a recipe	
<b>Essential Standard/Common Core Objective:</b> <u><a href="#">CCSS.ELA-Literacy.WHST.6-8.2</a></u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes	Date submitted: 07/1/2020	
<b>Daily Lesson Objective:</b> SWBAT demonstrate sequence by writing their favorite recipe.		
<b>21<sup>st</sup> Century Skills:</b> Develop critical thinking Communication.	Academic Language Demand (Language Function and Vocabulary): apply vocabulary about type of foods	
<b>Prior Knowledge:</b> Ask students about how would they describe the recipe for a Jelly sandwich?		
Activity	Description of Activities and Setting	Time
<b>1. Focus and Review</b>	Ask students to mention some of the adjectives that describe food. What types of food have we learned about from different cultures? Promote students' participation. <b>Use Dojo app</b> for randomly selection of participants.	5 min
<b>2. Statement of Objective for Student</b>	• I can write an informational writing correctly.	2 min
<b>3. Teacher Input</b>	Explain that an informational text narrates the sequence of events in the proper order. Today we will write a recipe, applying the vocabulary that we have learned about food and adjectives that can describe it.	3 min
<b>4. Guided Practice</b>	To practice some vocabulary, the teacher uses the website: <a href="https://www.spellingcity.com/match-words-by-memory-concentration.html?listId=68868317">https://www.spellingcity.com/match-words-by-memory-concentration.html?listId=68868317</a> Emphasize the correct spelling of these vocabulary terms. Provide several examples of how they could use them in the writing of a recipe.	10 min
<b>5. Independent Practice</b>	<b>Use strategy: shared writing</b> Students get in pairs to write a recipe by themselves, following the guidelines explained by the teacher at the beginning of the class. And they must illustrate their recipe.  The teacher supervises their work and provide support if needed. Encourage them to use the target language during their participation.	10 min
<b>6. Assessment Methods of all objectives/skills :</b>	<b>Use strategy: Language experience approach</b> Students present their recipe in front of the class and explain why they chose it.  <i>Reinforce students' speaking skills when responding to the questions.</i>	

<b>7. Closure</b>	<p>Students respond to the question:</p> <p>What adjectives/words can we use to describe food?</p> <p>By sending a text message to DANIAMUNOZ880 to 22333  <a href="https://www.polleverywhere.com/free_text_polls/kMh8CnWT15XX50aXpOfJN">https://www.polleverywhere.com/free_text_polls/kMh8CnWT15XX50aXpOfJN</a></p> <p>their responses will be projected on the screen.</p>	5 min.
-------------------	--	--------

### Small Group Activity 3 and Evaluation

- Provide to each group a white poster paper, markers and crayons.
- In 10 minutes, each group will elaborate a lesson plan that incorporates social interaction activities and teaching activities that support ELL students reducing their stress and anxiety. They can use the template shared before or their own format.
- Each group will pick the strategies they want.
- Each group will present their demo class in front of the audience. One member of the group will develop the role of the teacher and the rest of the group will be the students.
- Reflection and closing.

## **Chapter Five: Conclusion**

A lack of English language skills represents a barrier to overcoming other obstacles for immigrants to the United States. ELL students have arrived and are still arriving to public school classrooms in the U.S. Each of these students are hoping for a better life. In some cases they have left their families, children, parents, friends, flavors and all they knew behind to make their way to the U.S. obligated for different social or personal reasons.

When individuals are removed from their native environment, and introduced into a new one it can be very traumatic to adapt to a new culture, flavors, school system and teaching styles. Mental health issues could arise because the traumatic life-changing experiences these students are facing. ELL students are particularly vulnerable to experiencing mental health issues such as depression, stress, anxiety, shyness, and PTSD as the result of traumatic situations that they have gone through. That is why teachers must be prepared to address their students' needs, both emotionally and academically.

Creating this project has touched my heart because I can relate to the experiences that ELL students could be facing. I arrived to the U.S. knowing the language, but all of the changes to every single aspect of my life affected me, causing stress, anxiety, depression and loneliness. Even though I was able to identify these mental health issues arising, it has been one of the most challenging experiences to overcome. I have talked to several ELL students who have arrived this year as immigrants to the U.S., and I realized that mental health issues could arise because their struggles are real. With the literature I researched to support this topic, I found that this topic has attracted the attention of experts. They have recorded case studies and studied how mental health issues affect ELL students' performance in different areas, including testing and

personal integration. I realized that most teachers are not aware of how to intervene when they notice mental health issues in their students, and sometimes teachers feel frustrated because their students are not as being successful as their teachers wish. For those reasons, the main purpose of this professional development workshop is to equip teachers with social interaction strategies that will help their students to embrace their new school environment and their new community in the best way. In addition, several teaching strategies are provided to support their students' adaptation to a new school system. In order to help students be successful, teachers must take action and get to know their students' cultures, families and educational backgrounds. By collecting data on these three important areas in ELLs' lives, teachers will be able to better serve their students.

It is my desire to raise awareness in ELL teachers about mental health issues that could be arising in their students. I want them to take into consideration the challenging situations that their students are going through before labeling them as students with special needs or behavior and learning disorders. Teachers could dig deeply and identify the mental health issues affecting students' performance. When teachers are able to incorporate proper strategies that address students' needs in both areas emotional and academically, then they are able to serve those pupils integrally and in a better way. By the application of these strategies, teachers will create a stress and anxiety-free environment. When ELL students are supported in their new school environment, they will feel they are welcomed and their culture is respected. The adaptation to different and innovative new teaching styles will be easier. In addition, linking the academic content with real life situations will allow students to come to a better understanding of the changes they are going through and overcome each of them.

I hope this workshop will remind teachers that their tasks are not only to teach academic skills, but to guide, inspire, encourage and support their students, as well. I hope this workshop will help to support teachers in learning that classroom instruction will look different from ELLs who are not literate in English. They come with a lot of expectations for a better life, and they need to feel they are welcomed, and that school is a place where they are supported and accepted.

## References

- Ashton-Warner, S. (2002). *Teacher*. Simon and Schuster.
- Boyle, O., Peregoy, S., (2017). *Reading, writing and learning in ESL*. Pearson Education Inc.  
Retrieved from <https://ecampus.vitalsource.com/#/books/9780133947663/>
- Cabassa, L., Molina, G., & Baron, M. (2012). Depression fotonovela: Development of a depression literacy tool for Latinos with limited English proficiency. *Health Promotion Practice*, 13(6), 747-754. Retrieved from [www.jstor.org/stable/26739593](http://www.jstor.org/stable/26739593)
- ColorinColorado. (2011, July 26). *What to do first: Creating a welcoming ELL classroom environment* [video]. YouTube Retrieved from  
<https://www.youtube.com/watch?v=FegO4Gh3uyk>
- Chavez, E., Edwards, R., & Oetting, E. (1989). Mexican American and white American school dropouts' drug use, health status, and involvement in violence. *Public Health Reports* (1974-), 104(6), 594-604. Retrieved from [www.jstor.org/stable/4628762](http://www.jstor.org/stable/4628762).
- DelliCarpini, M., & Guler, N. (2013). Success with ELLs: Assessing ELL students in mainstream classes a new dilemma for the teachers. *The English Journal*, 102(3), 126-129. Retrieved from [www.jstor.org/stable/23365388](http://www.jstor.org/stable/23365388)
- Dowdy, E., Dever, B. V., DiStefano, C., & Chin, J. K. (2011). Screening for emotional and behavioral risk among students with limited English proficiency. *School Psychology Quarterly*, 26(1), 14-26.
- El Nokaliu, N., Bachman, H., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 81(3), 988-1005.

Gibbs, J. (2014). *Reaching all by creating tribe learning communities*. Center Source System, LLC.

Gottfried, M. (2014). The positive peer effects of classroom diversity: Exploring the relationship between English language learner classmates and socioemotional skills in early elementary school. *The Elementary School Journal*, 115(1), 22-48. doi:10.1086/676948

Jennings, P., & Greenberg, M. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. Retrieved from [www.jstor.org/stable/40071173](http://www.jstor.org/stable/40071173)

Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education.

Niehaus, K., & Adelson, J. (2014). School support, parental involvement, and academic and social-emotional outcomes for English language learners. *American Educational Research Journal*, 51(4), 810-844. Retrieved from [www.jstor.org/stable/24546700](http://www.jstor.org/stable/24546700)

Pang, V., Stratton, T., Park, C., Madueño, M., Atlas, M., Page, C., & Olinger, J. (2010). The American DREAM and immigrant students. *Race, Gender & Class*, 17(1/2), 180-193. Retrieved from [www.jstor.org/stable/41674737](http://www.jstor.org/stable/41674737)

Pappamihiel, N. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Research in the Teaching of English*, 36(3), 327-355. Retrieved from [www.jstor.org/stable/40171530](http://www.jstor.org/stable/40171530)

Perreira, K., & Ornelas, I. (2013). Painful passages: Traumatic experiences and post-traumatic stress among U.S. immigrant Latino adolescents and their primary caregivers. *The International Migration Review*, 47(4), 976-1005. Retrieved from

[www.jstor.org/stable/24542813](http://www.jstor.org/stable/24542813)

Rishel, T., & Miller, P. (2017). English learners and the risks of suicide. *Journal of Thought*, 51(3-4), 3-21. Retrieved from www.jstor.org/stable/90017076.

Roeser, R., & Midgley, C. (1997). Teachers' views of issues involving students' mental health. *The Elementary School Journal*, 98(2), 115-133. Retrieved from

[www.jstor.org/stable/1002138](http://www.jstor.org/stable/1002138)

Rossen, E., & Cowan, K. (2014). Improving mental health in schools. *The Phi Delta Kappan*, 96(4), 8-13. Retrieved from [www.jstor.org/stable/24376532](http://www.jstor.org/stable/24376532).

Singleton, K. (2003). Virginia adult education health literacy toolkit. *Virginia Adult Resource Center*, 18-40. Retrieved from <https://files.eric.ed.gov/fulltext/ED482788.pdf>

Singleton, K. (2012). Mental health and ESOL learners. *Virginia Adult Learning Resource Center*, 1-17. Retrieved from <https://www.valrc.org/toolkit/intro.html#main-container>

Suarez-Orozco, C., Todorova, I., & Louie, J. (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family Process*, 41, 625-643.

TESOL International Association (TESOL). (2018). The 6 principles for exemplary teaching of English learners: Grades K-12. *TESOL PRESS*. 35-41.

TESOL International Association (TESOL). (2018). The 6 principles for exemplary teaching of English learners: Grades K-12. *TESOL PRESS* (7). 88-100.

U.S. Department of Education, National Center for Homeless Education. (2019). *Federal data summary: School year 2014-15 to 2016-17*. Retrieved from <https://nche.ed.gov/wp-content/uploads/2019/02/Federal-Data-Summary-SY-14.15-to-16.17-Final-Published-2.12.19.pdf>.